DOCUMENT RESUME

ED 207 025 CS 006 274

TITLE	Title I in Ohio, Fiscal 1980. Fifteenth Annual Evaluation, Title I, Elementary and Secondary Education Act.
INSTITUTION	Ohio State Dept. of Education, Columbus.
SPONS AGENCY	Department of Education, Washington, D.C.
PUB DATE	80
NOTE	32p.; Not available in paper copy due to marginal legibility of original document.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Elementary Secondary Education; Federal Programs; Program Descriptions; Program Evaluation; Reading Instruction; *Reading Programs; *Remedial Programs; *Remedial Reading; *State Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; Ohio

ABSTRACT

This fifteenth annual report provides a summary of activities offered in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes (1) statistics for fiscal 1980, (2) participation trends, (3) instructional impact, (4) expenditure and staffing patterns, (5) parent involvement, and (6) five-year trends. The report describes services provided for the children of migratory agricultural workers and handicapped, neglected, and delinquent children being educated in state-operated schools in Ohio, as well as services provided through the public schools of the state. A description of the state's leadership role is also presented in the report. (FL)

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Title I in Ohio
15th Annual Evaluation
Title I, Elementary and Secondary Education Act.

Fiscal 1980

ED 210 203

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Title I In Ohio

[8th Annual Evaluation
Title I, Elementary and Secondary
Education Act]

Fiscal 1980

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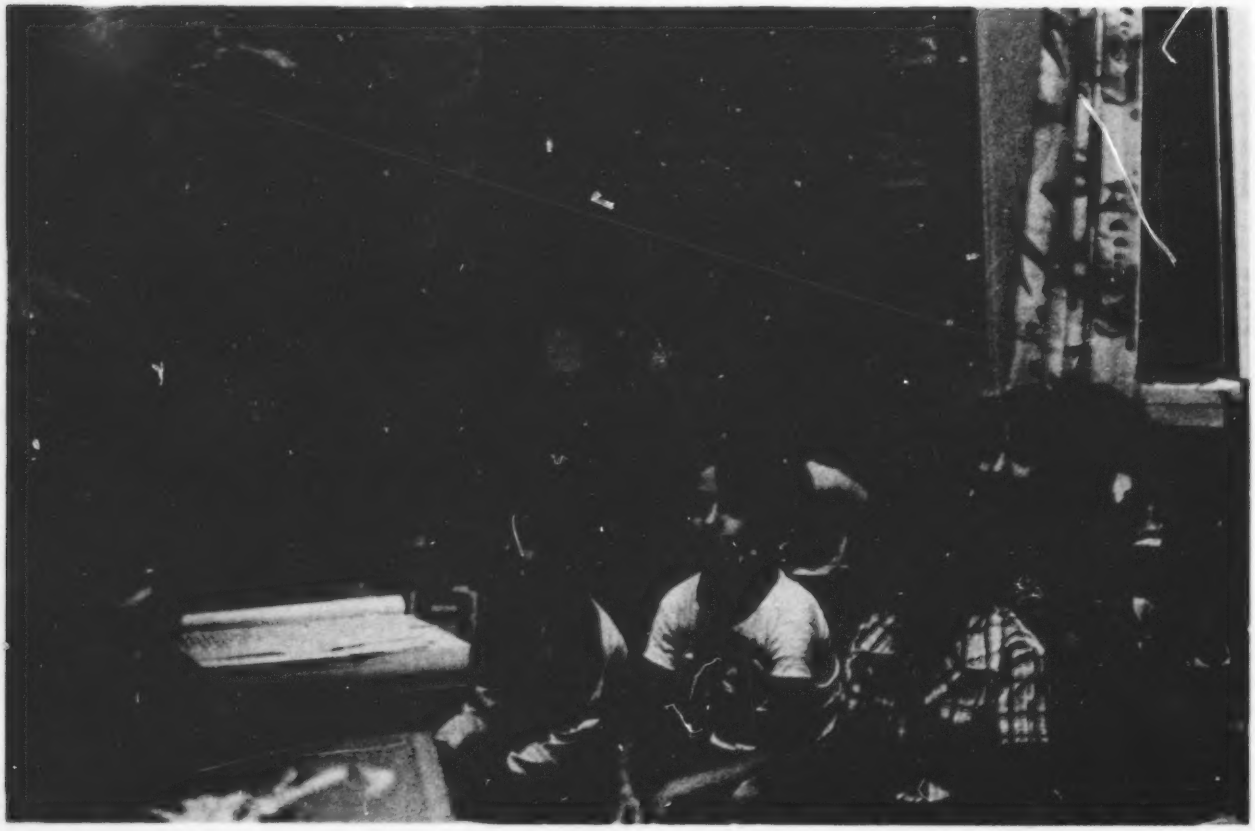


Title I Helps Children

This 15th annual report provides a summary of recent activities provided in Ohio through Title I of the Elementary and Secondary Education Act. Information presented includes basic statistics for fiscal 1980 (the 1979-80 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends.

Title I, the largest component of the Elementary and Secondary Education Act, authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. The legislation directs that priority educational needs of these children be identified and programs designed to provide appropriate supplemental instruction.

Basic provisions of Title I are funded on the premise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. Public school districts are allocated funds to provide supplementary instruction for such students.

Special provisions of Title I recognize a federal responsibility to improve the educational opportunities available to the children of migratory agricultural workers. The legislation channels funds through state departments of education for distribution to school districts where influxes of migrant children occur.

Special provisions of Title I also recognize the need for supplemental instruction to help handicapped, neglected, and delinquent children who attend school in state-operated facilities.

Pages 2 to 15 in this report explain the basic Title I services provided through Ohio's public school districts. Statistics for the current year and five-year trends clearly indicate that this program helps children become successful learners.

Pages 16 to 27 describe the special Title I services provided for the children of migratory agricultural workers and those handicapped, neglected, or delinquent children being educated in state-operated schools. Here also the statistics indicate the beneficial human impact of the supplement services provided through federal aid to education.

Title I in Ohio is administered by the Ohio Department of Education, Division of Federal Assistance. A description of the state's leadership role is on page 28.

Basic Programs

Nearly all school districts in Ohio qualify for Title I funds and, except for a few with small allocations, most participate. In fiscal 1980, a total 603 of 615 districts operated Title I programs. This is consistent with the trend of 97 to 98 percent of all school districts using this source of funding.

Fiscal Year	[illegible]
1976	
1977	
1978	
1979	
1980	

The allocations for each school district is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

Grant awards to Ohio school districts for basic Title I for the last five years total over $314,000,000. The amount for fiscal 1980 was the highest ever.

Fiscal Year	[illegible]
1976	
1977	
1978	
1979	
1980	

Title I is *forward funded*, a term meaning that the money approved for the fiscal year which begins in October is available for use during the school year which begins the next September. Provisions are also made for funds to be carried over, or not used until the following year. With forward funding, school districts know how much money they can depend on before employing teachers. Carryover permits flexibility in adjusting to changes which occur during the school year.

During the past five years, with the exception of fiscal 1979, carryover funds have enabled districts to provide more instructional services than would have been provided by the grant award alone.

All basic program statistics which follow relate to actual expenditures of Title I funds rather than grant awards.

Five-Year Trends: Title I Expenditures

Fiscal Year	[illegible]	[illegible]
1976		
1977		
1978		
1979		
1980		

Student Participation

Most Title I activities in Ohio are conducted during the regular term and over half are directed toward serving children in grades one through three. The 601 school districts providing Title I instruction during the regular term served 144,254 students. The 23 districts having summer term instruction served 3,593 students. Of these students 1,692 participated both terms.

The grade level with the most participants was grade one with 28,334 students. Grades two and three ranked second and third with 27,730 and 23,733 students respectively.

Very few school districts provide Title I services at the secondary level. On a combined basis, only 6 percent of all participants in fiscal 1980 were in grade seven or above. The lower percentages of older students do not mean that there are no educationally disadvantaged secondary students. Instead, it indicates that priorities have been established in line with local needs assessment and current levels of funding.

1980 Title I Students

Grade Ranges	Regular Term			Either or Both Terms	
	Participants	Percent		Participants	Percent
PreK-K	12,161	8%		12,437	8%
Grades 1-3	79,039	55		79,797	55
Grades 4-6	44,258	31		44,658	31
Grades 7-8	7,466	5		7,631	5
Grades 9-12	1,330	1		1,632	1
Totals	144,254	100%		146,155	100%

On the average, 132,000 children were in Title I classes during each of the last five years. Regular term students are usually provided over 30 minutes of extra daily instruction for 33 or 34 weeks. Summer school students typically study under teacher guidance for about an hour a day for six weeks.

Five Year Trends: Title I Students

Fiscal Year	Regular Term Only	Both Terms
1976	117,351	6,729
1977	115,803	5,450
1978	117,882	4,284
1979	120,817	5,912
1980	142,562	1,692

Private school students who meet the selection criteria and who reside in qualified attendance areas are included in the planning for basic Title I programs and provided appropriate services. In fiscal 1980, a total of 6,412 private school students received Title I instruction. Of these students, 467 participated both terms.

1980 Private School Students			
Grade Ranges	Regular Term		
	Participants	Percent	
Kind.-grade 3	3,416	57%	
Grades 4-6	1,960	32	
Grades 7-12	664	11	
Totals	6,040	100%	

During each of the past five years, an average of 5,700 private school students were helped by Title I teachers or tutors.

Five-Year Trends: Private School Students			
Fiscal Year	Regular Term		Either or Both Terms
1976	5,532		5,789
1977	5,460		5,741
1978	5,517		5,887
1979	4,485		4,693
1980	6,043		6,412

Local school districts receive extra Title I dollars to help students in homes for neglected or delinquent children. In fiscal 1980, a total of 2,666 such students were served. Of these, 348 participated both terms.

1980 Neglected and Delinquent Students			
Grade Ranges	Regular Term		
	Participants	Percent	
Kind.-grade 3	330	15%	
Grades 4-6	415	18	
Grades 7-12	1,497	67	
Totals	2,242	100%	

The trend is to serve 80 percent of the neglected and delinquent participants during the regular term, 30 percent in the summer, and 10 percent both terms.

Five-Year Trends: Neglected or Delinquent Students			
Fiscal Year	Regular Term		Either or Both Terms
1976	1,337		1,664
1977	1,828		2,113
1978	1,670		2,257
1979	1,635		2,106
1980	2,242		2,666

Instructional Areas

Reading instruction is almost always identified as the most crucial area of need. Participants are students who score at or below the 33rd percentile on a standardized achievement test. First priority for instruction is given to children most in need of additional help. In fiscal 1980, nearly 128,000 students were involved during the regular term and about 3,000 during the summer.

The usual procedure is for groups of four or five students to leave their regular classroom for 30 to 35 minutes a day and meet with a Title I teacher in a separate room. Instruction is geared to a level where each child can be successful.

Instruction in mathematics, the second-ranked area of need, is usually conducted in a small group setting similar to that for reading. About 15,000 students participated during the regular 1979-80 school year and 2,000 in the summer.

In a few instances, the district determines the need for extended-day kindergarten or preschool education for children under six. As noted in the table, nearly 4,700 youngsters were involved during the 1979-80 regular term.

Percentages of participants in each instructional area provide a perspective beyond that of numbers. Of the 144,254 regular term participants, 89 percent received reading instruction. During the summer term, 80 percent of the 3,593 participants were in reading. The difference in percentage of youngsters served is especially great in mathematics. Note that only 10 percent were involved in the regular term while 54 percent participated in the summer.

1980 Title I Instructional Areas	Regular Term	
	Participants in Area	Percent of All 144,254 Participants
Reading	127,858	89%
Mathematics	14,780	10
Preschool education	4,679	3
Other*	526	--

*Almost entirely tutorial services for neglected and delinquent children who reside in institutions.

Through the years, the extra instruction provided by Title I has emphasized improvement of basic reading and mathematics skills. Percentages of all participants involved in these and other instructional areas reflect this trend.

Five-Year Trends: Participation by Instructional Areas

Instructional Areas	Percent of All Regular Term Participants				
	1976	1977	1978	1979	1980
Reading	85%	87%	88%	89%	89%
Mathematics	10	9	9	8	10
Preschool education	5	4	4	4	3
Other*	5	1	1	1	--

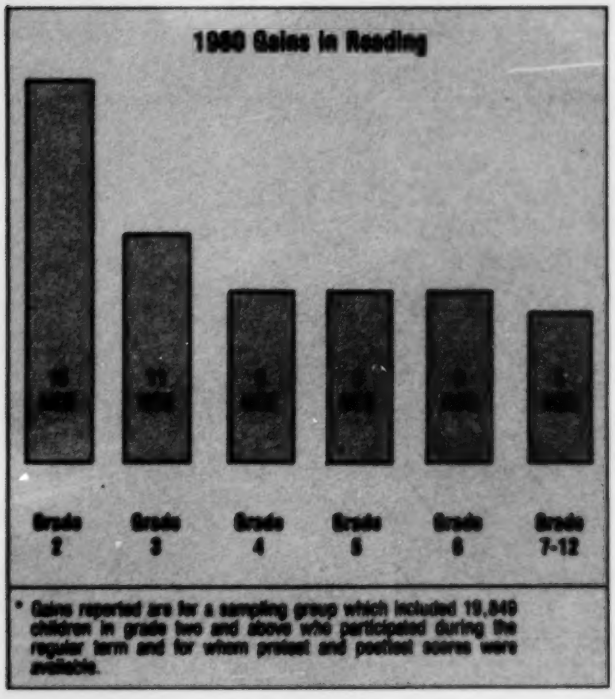
* From 1977-1980, mostly tutorial services for neglected and delinquent children residing in institutions. In 1976, tutorial services was defined to include several thousand other children receiving one-to-one instruction in reading and mathematics.

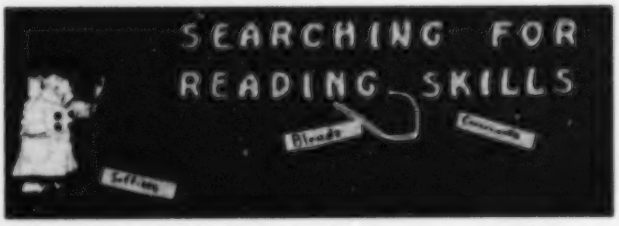
Impact of Reading Instruction

To evaluate the effectiveness and impact of Title I reading instruction, each local school uses standardized tests to check students' skills when they begin instruction and again when instruction ends. Differences in test scores are reported in normal curve equivalent (NCE) units.

The NCE system of reporting has been used since 1977 to measure academic gains which can be attributed to extra instruction provided by Title I. To interpret the data, the reader should understand the following:

- This evaluation model is designed for students in grade two and above. Younger children are tested when instruction begins and ends, but NCE gains below grade two are not included in this report.
- Scores are reported for only those students who take both the pretest and posttest. Test scores are converted to NCEs and composited to the state level.
- With only regular classroom instruction, the child is expected to maintain his or her own position relative to other children in the class—that is, make no NCE gains.
- With extra Title I instruction, the child is expected to achieve (and make NCE gains) at a faster rate than classmates who have only regular instruction. A gain of 7 NCEs is considered significant. As the graph below indicates, second graders in Ohio who received Title I reading instruction in 1980 advanced at over twice this rate. This gain, and that of third graders, is especially significant since larger numbers of younger students are served. Average gain for all students was 11 NCEs.


1980 Gains in Reading
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7-12
* Gains reported are for a sampling group which included 19,849 children in grade two and above who participated during the regular term and for whom pretest and posttest scores were available.



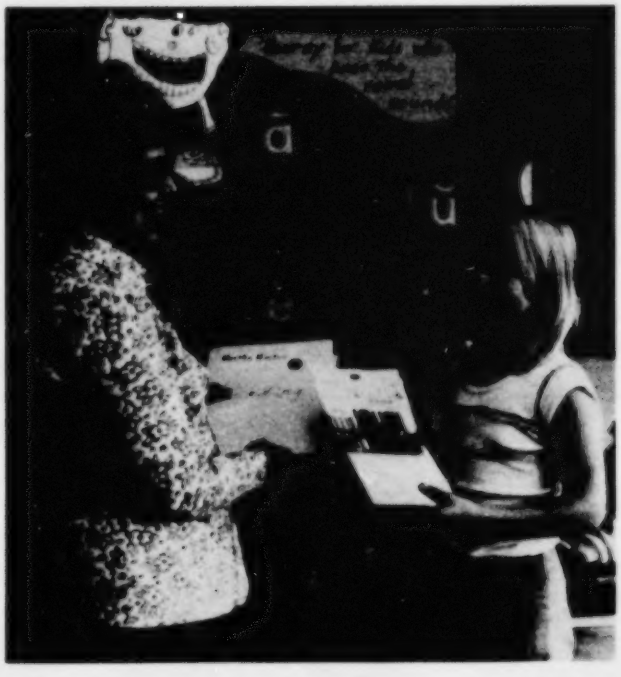
The extra instruction provided by Title I annually helps over 100,000 youngsters improve their basic reading skills. Stated another way, about nine of ten participants are selected for Title I instruction because of reading deficiencies.

During the past four years, average gains in reading by grade level have consistently been at or above the 7 NCEs considered significant. These gains are especially impressive in light of Ohio's policy of limiting Title I participation to children who score at or below the 33rd percentile on a standardized test.

Four-Year Trends: Gains in Reading*

Fiscal Year	Average for All Levels
1977	11
1978	12
1979	12
1980	11

*Comparison for the years is impossible. From 1966-1976, gains were measured on a grade equivalency basis.

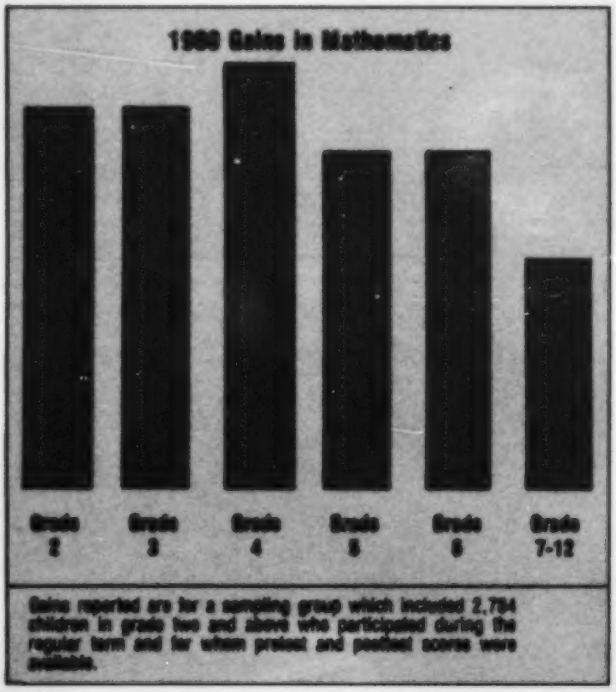


Impact of Mathematics Instruction

Results on standardized tests are also used to evaluate the effectiveness of Title I mathematics instruction. The system for reporting is the same as that used for reading.

As 1980 gains in mathematics are studied, keep in mind that there were only 14,780 regular term participants in this area compared with 127,858 in reading.

Note that participants in grades two through six averaged gains twice that considered significant. The average gain for all students combined was 15 NCEs.


1980 Gains in Mathematics
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7-12
Gains reported are for a sampling group which included 2,784 children in grade two and above who participated during the regular term and for whom pretest and posttest scores were available.

During the past four years, about one of every ten Title I participants received extra math instruction. Gains tend to run much higher than those for reading. A reason may be that many children can overcome math skills deficiencies in one year, while they may need two or more years of extra instruction to attain reading competency. Because of the small numbers of students involved in mathematics, gains also tend to fluctuate more than in reading.

Four-Year Trends: Gains in Mathematics*

Fiscal Year	Average for All Levels
1977	14
1978	15
1979	22
1980	15

*Comparison for five years is impossible. From 1966-1976, gains were measured on a grade equivalency basis.

Expenditure Patterns

People trying to understand the size and scope of Title I want to know when and how the money is spent.

In Ohio nearly all expenditures are made during the regular school year. Less than one percent is used during the summer months.

The money is used for extra instruction, especially in the area of reading. When expenditures within the various instructional areas are viewed as percentages, the importance placed on regular term instruction and reading is obvious. Expenditures during the summer term are more diversified with noticeable increases in mathematics and in the "other" category which is primarily tutoring services provided for neglected and delinquent children in institutions.

1980 Title I Instructional Areas	Regular Term		Fiscal Year	
	Expenditures	Percent	Expenditures	Percent
Reading	$72,001,942	85%	$72,973,945	85%
Mathematics	8,117,747	9	8,282,987	10
Preschool education	4,721,488	6	4,721,488	5
Other*	340,617	--	358,987	--
Totals	$85,041,794	100%	$86,317,987	100%

*Almost entirely tutorial services for neglected and delinquent children in institutions.

The trend for Title I in Ohio, not only for the last five years but for the previous ten, has been to concentrate expenditures on the improvement of reading skills. Secondary emphasis has consistently been on the improvement of mathematic skills.

Five-Year Trends: Expenditures by Instructional Areas

Instructional Areas	1976		1978		1980
Reading	78%		82%		85%
Mathematics	10		9		10
Preschool education	9		7		5
Other*	3		2		--

*In 1976 and 1978, many tutorial services for neglected and delinquent children existing in institutions. In 1976, tutorial services were added to bolster general basic skills in addition to existing tutorial activities in reading and mathematics.

1980 Title I Function Areas	Regular Term			Fiscal Year	
	Expenditures	Percent		Expenditures	Percent
Salaries and fringe benefits	$78,078,709	93%		$79,496,333	92%
Instructional materials, supplies, and equipment	1,962,722	4		3,023,989	4
Supportive services	3,799,382	4		3,797,685	4
Totals	$83,841,794	100%		$86,317,907	100%

Expenditures can also be categorized by their use for salaries, fringe benefits, instructional materials, supplies, equipment, and supportive services. As indicated here and on the following page, most of the money is used to employ teachers, aides, and tutors who work directly with children. In contrast, about one-half of one percent is used for equipment.

Five-Year Trends: Expenditures by Function Areas			
Function Areas	1976	1978	1980
Salaries and fringe benefits	90%	89%	92%
Instructional materials, supplies, and equipment	5	5	4
Supportive services	5	6	4

Another way to look at expenditures is by average cost per student receiving extra instruction during the regular term, summer term, or both. In fiscal 1980, the 142,562 children in regular term activities only were served at an average cost of $595 each, or about $3.60 a day. In the summer of 1980, the average cost for each of 1,901 students was $132, or about $4.40 a day.

During the past five years, average participant expenditures have increased at a rate much less than the rate of inflation.

Average Participant Expenditure			
Fiscal Year	Regular Term		Both Terms
1976	$		$
1977			
1978			
1979			
1980			771

Staff Positions

Ninety-two percent of all Title I expenditures in 1980 were for salaries and related costs. Who were these persons and what services did they provide to students? An overview of staff positions provides a general answer.

A total of 3,996 teachers, some of whom worked as tutors, were employed during the regular term and 289 worked during the summer. The average regular term teacher met with seven groups of five children daily. In summer, the typical teacher met with two or three groups of five or six children. Tutors often work one-to-one with youngsters who have more serious or unique academic needs.

1980 Title I Staff Positions	Regular Term		
	Full-Time	Part-Time	Full-Time Equivalent
Teachers/Tutors	3,281	715	3,679
Teacher aides	1,099	255	1,228
Coordinators, supervisors, directors	61	308	130
Counselors/psychologists	7	18	11
Secretaries	43	212	90
Other supportive	97	261	126
Totals	4,588	1,769	5,264

Title I teachers are sometimes assisted by aides. In 1980, a total of 1,354 aides assisted Title I teachers during the regular term. In the summer, 26 served in similar staff positions.

During the regular term 93 percent of the full-time equivalent positions were filled by teachers, tutors, and aides who worked directly with children. In the summer—when more supportive staff must be provided—85 percent of the positions were filled by teachers, tutors, and aides.

The effectiveness of Title I depends on concentrated, direct instruction of children. Between 1976-1980, the average regular term Title I teacher met with 37 to 39 children per day with four or five per class. During the summer, when morning only sessions are typical, the average teacher met with 12 or 17 children per day with six to nine per class.

Five Year Trends: Title I Staff Positions					
Staff Positions	Regular Term				
	1975	1977	1978	1979	1980
Teachers/tutors*	3,348	2,996	3,126	3,449	3,679
Participants	124,080	121,253	121,936	126,729	144,254
Average pupil-teacher per day ratios	37-1	39-1	39-1	37-1	39-1
Average pupil-teacher class size ratios	4-1	5-1	5-1	4-1	5-1

*Full-time equivalent

Inservice Education

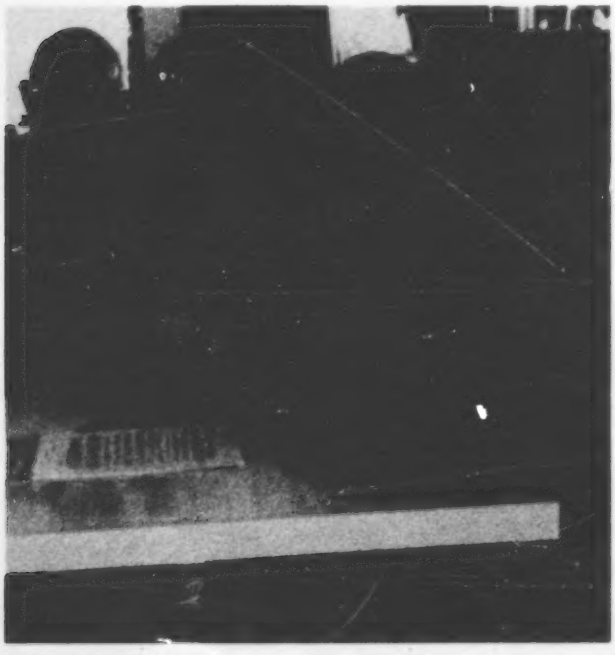
The teachers, tutors, aides, and others who are responsible for helping Title I participants become successful learners need to renew or upgrade their skills periodically. For this reason, even though many Title I teachers have masters degrees and numerous years of successful teaching experience, inservice education is considered an important Title I activity.

In 1980, a total of $359,050 was used to provide inservice education for 4,976 of the persons who held Title I staff positions. An additional 2,027 other staff members who worked with Title I participants also had the opportunity to improve their skills and understanding through these inservice activities.

In some instances, inservice is provided by the local district. In many counties and multicounty areas, districts work together to provide more comprehensive inservice education.

1980 Title I Inservice Participants	Title I Staff
Teachers/tutors	3,358
Teacher aides	1,141
School administrators	292
Curriculum specialists	28
Others	159
Totals	4,978

Data collected prior to 1980 was related to hours of involvement in various types of inservice. Therefore, comparisons with 1980 inservice activities are not available.



Parent Advisory Councils

Title I regulations require each school district to have a district Title I parent advisory council. If Title I instruction is provided in more than one building, separate school councils are usually required.

The size of the district council ranges from 10 or less to over 100. A majority of the members must be parents of children currently participating in Title I. Other members include parents of children who participated in previous years, community representatives, and other interested persons.

Involvement of parents in an advisory role significantly increases the effectiveness of Title I. Council members review applications prior to annual submission to the state department of education, make recommendations for improving Title I activities as they relate to the needs of children, and continue to serve throughout the year in a variety of ways. Typical roles include working on committees, observing in classrooms, organizing activities for other parents, and working as volunteers within the school.

During fiscal 1980, a total of 2,124 district council meetings were held in the 603 districts receiving Title I funds. Membership totaled 9,144 persons. Another 5,406 meetings were held at the school level. Membership totaled 25,217. In addition to local school and district meetings, council members are encouraged to organize and attend county or multidistrict meetings.

1980 Council Membership	[illegible]
Parents of public school participants	[illegible]
Parents of nonpublic participants	[illegible]
Parents of eligible but unserved children	[illegible]
Community representatives, other interested persons	[illegible]
Totals	[illegible]

Parent involvement as district council members has increased gradually in the last five years. The apparent decline for 1980 reflects better criteria for reporting elected members only.

School council membership has increased significantly since 1976. Reasons include dedicated efforts by Title I teachers and building principals to reach parents and convince them of the importance of council activities in relation to their children's academic achievements.

Five-Year Trends: Council Membership	
Fiscal Year	[illegible]
1976	[illegible]
1977	[illegible]
1978	[illegible]
1979	[illegible]
1980	[illegible]

Other Parent Involvement

The major goal of all parent involvement related to Title I is improved student achievement. As would be expected, involvement extends far beyond advisory council roles.

Parents of all Title I participants are encouraged to meet with Title I teachers to discuss the progress and learning problems of their children. Classroom teachers are sometimes invited to participate in the same conference to provide a more coordinated approach to helping the child.

Parents (whether council members or not) frequently visit their own child's Title I class, help make instructional games for use at school or at home, attend meetings with guest speakers, and help out as volunteer tutors, storytellers and monitors.

Teachers also visit homes to encourage parent involvement and to gain a better understanding of the needs of individual children.

1980 Type of Involvement	Parents
Individual conferences with Title I staff members	[illegible]
Classroom visits by parents	[illegible]
Group meetings (in addition to council meetings)	[illegible]
Home visits by Title I staff members	[illegible]

A major change in parent involvement in the past five years has been a shift in emphasis from home visits to conferences at the school with Title I staff members.

Five-Year Trends: Other Parent Involvement		
Fiscal Year	Individual Conferences	Group Meetings
1976	[illegible]	[illegible]
1977	[illegible]	[illegible]
1978	[illegible]	[illegible]
1979	[illegible]	[illegible]
1980	[illegible]	[illegible]

Title I Basic Programs

Title I helps children! Evaluation data gathered in local school districts and compiled at the state level clearly indicates that thousands of children are helped annually and permanently.

The following list provides supportive evidence and a summary of Title I operations during fiscal 1980 (the 1979-80 school year and the summer which followed).

- Of Ohio's 615 school districts, 603 or 98 percent conducted Title I programs.
- Local school districts spent $86,317,397 to provide Title I instruction for 146,155 educationally disadvantaged children.
- Most Title I activities occurred in the regular school term, during which 98 percent of the participants received instruction and 99 percent of all expenditures were made.
- Of the students receiving Title I instruction, 94 percent were in grade six or below. The greatest concentration of pupils, 68 percent, was in grades one through four.
- Highest priority for Title I services is given to reading. Eighty-nine percent of all regular term participants and 80 percent of all summer term participants received instruction in this area.
- Title I participants are making significant achievement gains. Students receiving extra instruction in reading gained an average of 11 NCEs (the normal curve equivalent unit of measure especially designed to measure Title I progress). Students receiving mathematics instruction gained an average of 15 NCEs. (A gain of 7 is considered significant).
- Eighty-five percent of all expenditures for the year were directed toward reading instruction. Next in money expended were mathematics and preschool education, with 10 and 5 percent respectively.
- Ninety-two percent of all expenditures for the year were for staff salaries and related fringe benefits.
- School districts hired 3,679 teachers or certificated tutors, on a full-time equivalent basis, to instruct Title I participants during the regular term. During the summer term, districts hired 274 teachers on a full-time equivalent basis.
- Parent advisory councils are an integral part of Title I. A total of 8,578 parents served on district councils and 23,841 were on building councils.

ummary of Successes

Several reasons for the success of Title I in Ohio through the years are apparent:

- Provision of concentrated instructional services for selected educationally disadvantaged children.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Concentration on improvement of basic reading and math skills.
- Coordination of Title I and classroom instruction.
- Reliance on building principals as instructional leaders.
- Meaningful involvement of parents in advisory roles.

Title I is working in Ohio, but much more must be done before the instructional needs of all eligible children are met. Several courses of action by school administrators are indicated to assure Title I's future:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.
- Urge teachers to continue developing personalized instructional plans for each child receiving Title I help.
- Seek ways to motivate more children to improve their reading skills.
- Continue to involve parents in meaningful advisory roles.
- Convince legislators and the public through the development of effective publications, audiovisual presentations, and speaking engagements that Title I helps children.

Concerned parents and educators must also convince members of Congress and other governmental officials that:

- Title I helps thousands of children annually to improve their reading skills and to be successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Children who aren't helped to master basic academic skills are more likely to end up on unemployment and welfare rolls in the future and cost more in tax dollars instead of less.
- Local school districts and states cannot solve educational problems alone. *Federal aid for areas of special need is essential.*

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act.

Annual grant awards to the state are based on a count of school-age children and the number of days they are in Ohio. Recruiters locate families as they move from state to state and community to community, have information about numbers of children sent to the National Student Transfer Record System, and tell parents about the educational services provided through Title I.

School districts which anticipate influxes of migrant students apply to the Ohio Department of Education for funds. Amounts allocated and budgets are based on the number of students expected and the services to be provided. If enrollments run higher or lower, adjustments are made.

In fiscal 1980, twenty-nine Ohio school districts conducted programs and 3,203 children participated. Enrollment was down 17 percent from that of fiscal 1979. Reasons for the decline included increased use of mechanical tomato harvesters and employment of fewer migrant laborers. The only major crop which was hand-harvested in 1980 was pickles.

Programs, Participants, and Funds

Fiscal Year	[illegible]	[illegible]	[illegible]
1976	[illegible]	[illegible]	[illegible]
1977	[illegible]	[illegible]	1,480,374
1978	[illegible]	[illegible]	1,494,770
1979	[illegible]	[illegible]	1,488,858
1980	[illegible]	[illegible]	1,712,154

A few migrant families arrive in Ohio in time for spring plowing. The greatest influx is during the months of July and August. Many families stay until the first frost in late September or early October. Enrollment for the last five years illustrates these trends.

Enrollment by Seasons of the Year

Season	[illegible]	[illegible]	[illegible]
Spring	[illegible]	[illegible]	[illegible]
Summer	[illegible]	[illegible]	[illegible]
Fall	[illegible]	[illegible]	[illegible]

About 60 percent of the migrant youngsters receiving Title I instruction are enrolled in grades one through six. Over 20 percent are in preschool or kindergarten. The remainder are in grades seven through twelve.

Enrollment by Grade Ranges		
Fiscal Year	[illegible]	[illegible]
1976	[illegible]	[illegible]
1977	[illegible]	[illegible]
1978	[illegible]	[illegible]
1979	[illegible]	[illegible]
1980	[illegible]	[illegible]

Instructional emphasis is on helping younger children develop English language skills. Oral language, in particular, is stressed because many of the children use Spanish as their native language. Improvement of reading and math skills is also emphasized. The same student often received instruction in more than one subject area, especially during the summer.

Elementary Instructional Areas		
Subject Area	[illegible]	
	[illegible]	[illegible]
Oral language	[illegible]	[illegible]
Reading	[illegible]	[illegible]
Mathematics	[illegible]	[illegible]
Preschool/kindergarten	[illegible]	[illegible]

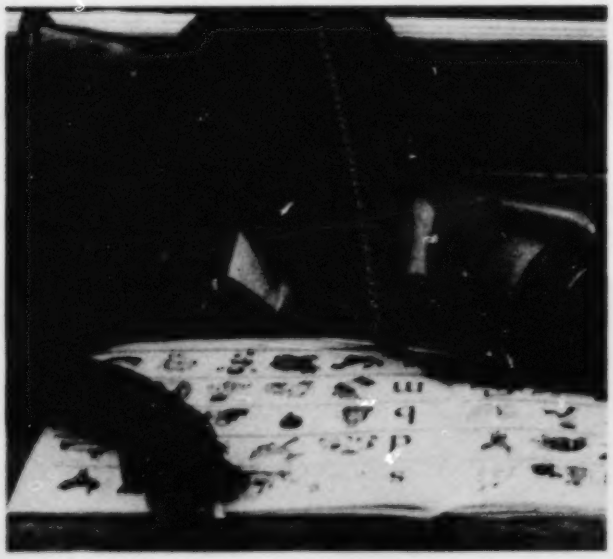
At the secondary level during the spring and fall, migrant students have the same course choices as local students. Title I emphasis is on tutoring assistance as needed. Several school districts also provide summer evening classes for migrant youth. Choices include both academic and vocational subjects.

Secondary Instructional Areas		
Subject Area	[illegible]	
	[illegible]	[illegible]
General tutoring	[illegible]	[illegible]
English	[illegible]	[illegible]
Mathematics	[illegible]	[illegible]
Social studies	[illegible]	[illegible]
Science	[illegible]	[illegible]
Vocational	[illegible]	[illegible]

About 84 percent of Title I funds for migrant education is used for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. During the summer months, pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to a national data bank.

Expenditures by Function Areas

Function Areas	1978	1979	1980
Staff salaries, fringe benefits	82%	84%	84%
Instructional materials, supplies, equipment	3	3	4
Supportive services	15	13	12



Since 1979, parent involvement requirements for migrant education have been similar to those for basic Title I. School councils are formed in each participating district. Beyond these, a state-level council serves in a role similar to that of district councils for basic Title I programs. In earlier years, parent councils for migrant education were encouraged but not required.

Other types of involvement by migrant parents include recruitment assistance, conferences with teachers about their own children, and attendance at open house events.

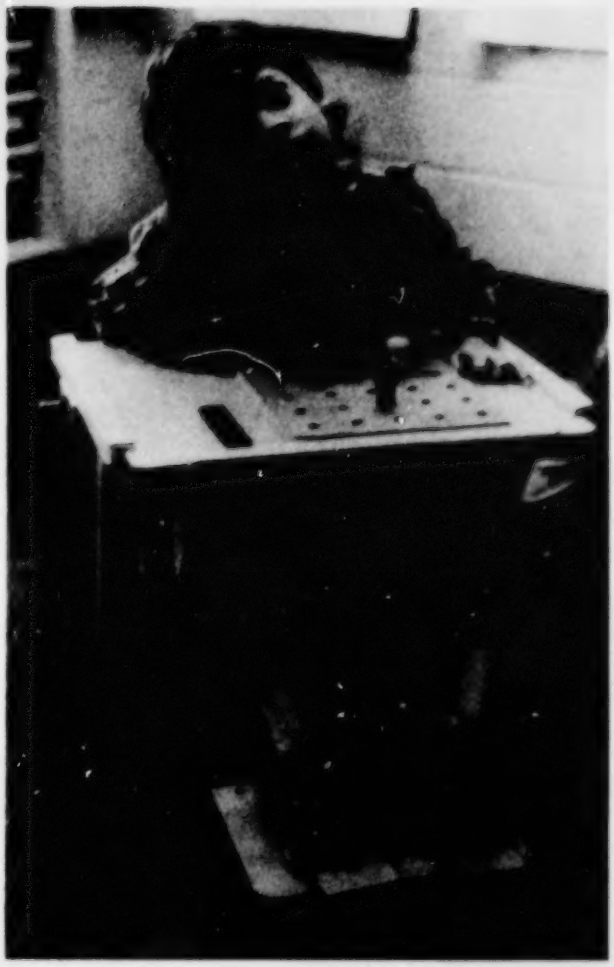
Parent Involvement

Type of Involvement	Term	1978	1980
Advisory council membership	Spring		13
	Summer	80	138
	Fall	23	103
Recruitment assistance	Spring	15	14
	Summer	120	40
	Fall	77	22
Individual conference	Spring	12	4
	Summer	617	172
	Fall	72	138
Open house	Summer	1,430	1,018
	Fall	50	80

Title I for Migrant Children: Summary of Successes

Fiscal 1980 highlights and successes of migrant education in Ohio include the following:

- About 85 percent of the 3,203 participants were interstate travelers, most with home base addresses in Texas or Florida. The families of another 8 percent traveled within the state to obtain agricultural employment. The parents of the remaining 7 percent are former migrants who permanently settled in Ohio within the last five years.
- During the summer months when regular schools are not in session, districts operate special migrant schools. In the spring and fall, both elementary and secondary migrant children spend most of the day in regular classrooms. Those who need extra assistance are "pulled out" for extra instruction which is tutorial in nature.
- Emphasis is on instruction which helps younger students improve their basic skills in oral language, reading, and mathematics. Older students study in subject areas ranging from English to welding or auto mechanics.
- The three districts enrolling over 200 migrant students during the summer were Elmwood, Fremont, and Old Fort. Four districts—Eastwood, Fremont, Leipsic, and Old Fort—served over 100 in the fall.
- Two districts provided year-round programs. Ninety-three students were enrolled in Fremont and 50 in Toledo.
- Three school districts—Canton City, Otsego, and Vanguard Joint Vocational—conducted summer evening classes for 195 secondary students. Of these, 117 had from one quarter to one unit of credit transferred to the high school of their choice in Texas, Florida, or wherever they plan to graduate.
- The state migrant education center provided consultant services, developed instructional and recruitment materials, and distributed media resources.
- State-sponsored workshops were held for various groups including administrators, teachers, transfer record clerks, recruiters, and nurses.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive information about migrant children living in Ohio.
- A state-level parent advisory council met three times. Members included two active migrants, three former migrants, a farmer, a processor, and two state government officials.



Special Programs for Handicapped Children

Another of the three special sections of Title I provides supplementary funds to meet important educational needs of handicapped children in state-operated schools. In Ohio, during each of the past five years, an average of 7,100 children in 100 schools have been helped through this source of federal aid to education.

The reduction in participants from 1976 to 1980 reflects declining populations in residential institutions. The gradual grant award increases enabled school officials to keep pace with inflation-related costs and to provide more effective services to the youngsters selected for Title I activities.

Programs, Participants, and Funds	
Fiscal Year	
1976	
1977	
1978	
1979	
1980	

In fiscal 1980, the Department of Mental Retardation and Developmental Disabilities provided Title I services to 6,350 youngsters. Participants enrolled in three types of special-purpose schools were involved:

- Eighty-seven day schools for trainable mentally retarded children. (These schools are operated by county boards of retardation under the auspices of the state agency.)
- Nine residential schools for mentally retarded wards of the state living in state institutions—Apple Creek, Broadview, Columbus, Gallipolis, Mt. Vernon, Northwest Ohio, Orient, Shawnee, and Warrensville.
- Four residential schools for emotionally disturbed children undergoing treatment in psychiatric hospitals—Central Ohio, Dayton, Millcreek, and Sagamore Hills.

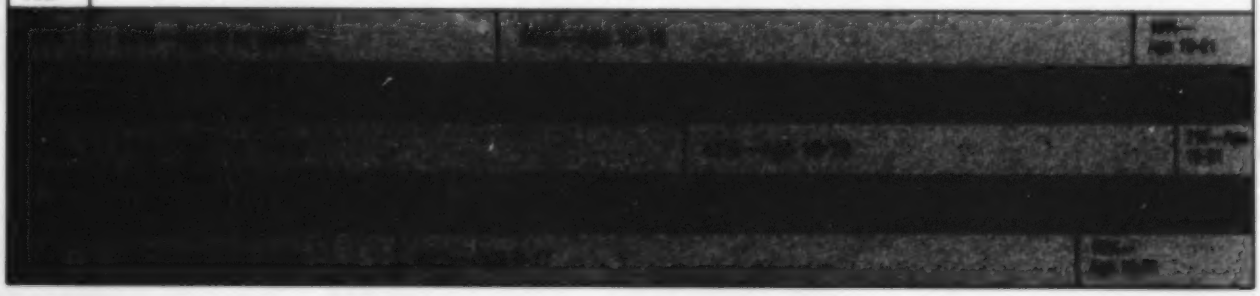
The Ohio Department of Education operates two residential schools for handicapped children—the State School for the Blind and the Ohio School for the Deaf. In fiscal 1980, these schools provided Title I services to 381 students.

Over 80 percent of the handicapped children in Ohio who receive services through the state-agency provisions of Title I live at home and are bused to a school in the county of residence. The remainder attend school on the premises of the state facility where they permanently or temporarily live.

Title I Participants by Type of School

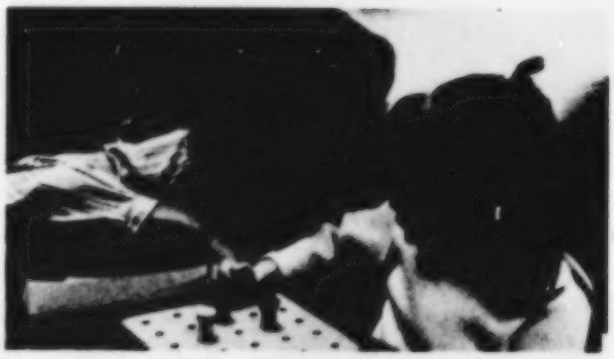
Type of School	1978	1979	1980
Mentally retarded — day schools	5,576	5,797	5,637
Mentally retarded — residence schools	514	337	431
Emotionally disturbed — residence schools	409	381	282
Deaf/hearing impaired — residence school	380	333	249
Blind/visually handicapped—residence school	172	156	132
Totals	7,051	6,803	6,731

Special Title I funds for handicapped children funds are used to provide educational services that supplement those provided by state and other federal funds. An assessment of instructional needs often leads to a provision of services for children who are under or above the traditional school ages of 6 through 17. Information about the age ranges has not been reported consistently in recent years, but the data clearly indicates that the trend to include services for those under age 6 and above 17 is emerging.

Fiscal Year	Participants by Age Ranges
	

For the past three years, 99 percent of all funds made available through state-agency provisions of Title I for handicapped children have been used for salaries, fringe benefits, or contracted personal services.

Expenditures by Function Areas			
Function Areas	**1978**	**1979**	**1980**
Salaries, fringe benefits, contracted personal services	85%	99%	99%
Instructional materials, supplies, equipment, supportive services	15	1	1



Instructional activities and services for handicapped children are quite diversified. The percentages of Title I dollars used in fiscal 1980 to provide certain types of classes or services provide an overview of the manner in which educational needs are being met through this source of funding.

1980 Expenditures by Instructional or Service Area	
Preschool; early childhood training; infant stimulation	22%
Classes for multihandicapped children	19
Developmental classes for children with severe and profound disabilities	19
Physical therapy; mobility training; physical development	8
Speech and hearing therapy; language development	7
Occupational therapy to promote body control, balance, and functional independence	5
Prevocational training; work-study classes	4
Home training; parent involvement	4
Other instructional or service areas	12

Another way to look at the impact of Title I funding for handicapped children is through the typical services being provided within each of the types of schools.

The schools operated by county boards of retardation serve the most children and, as would be expected, their Title I services are the most diversified. In fiscal 1980, services for preschoolers and classes for school age multihandicapped children were typical priorities. Developmental classes beyond those which could be provided by state and other federal funds ranked high, also.

Institutionalized mentally retarded children were served through extra developmental classes, supplemental basic services, physical development activities, and sheltered workshop training.

Supplemental instruction for hospitalized emotionally disturbed children was directed toward improvement of reading and math instruction and vocational awareness.

Students at the Ohio School for the Deaf were provided speech therapy, work-study classes, and occupational counseling.

Title I at the State School for the Blind included mobility training, speech and hearing therapy, and counseling.

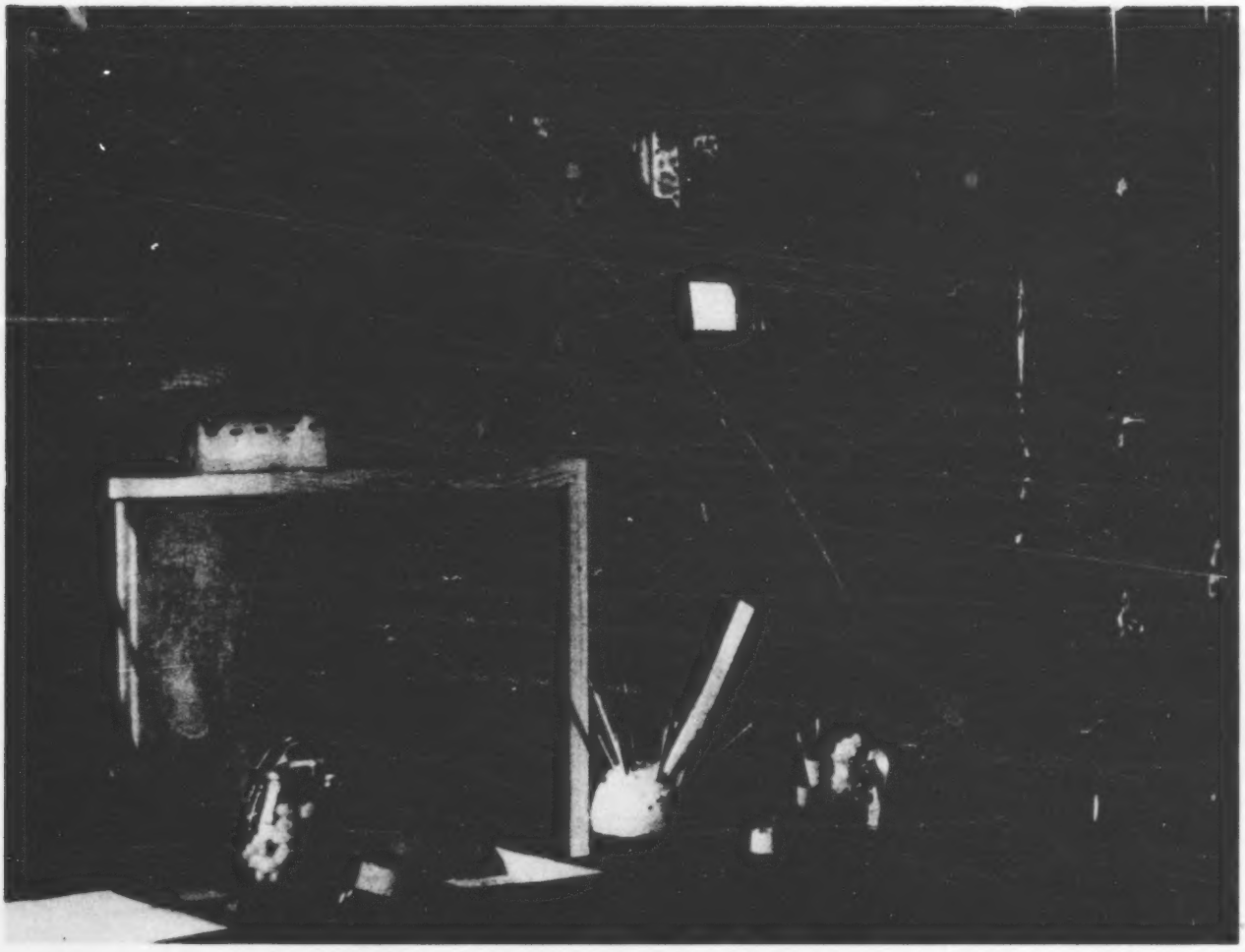
Many schools have a recognized need to provide more occupational and physical therapy services. Expenditures, however, were lower than budgeted because certificated therapists and trained aides were not always available.

Title I for Handicapped: Summary of Successes

Because of the severity of handicaps and diversity of Title I services, statistics related to specific types of student progress are not compiled at the state level. Typical achievements are learning such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with teachers and parents.

Parents are involved in decisions related to the placement of their child and the types of instructional services to be provided. In some instances, home trainers or teachers help parents learn ways to cope with the child's deficiencies and to reinforce skills learned at school.

In summary, severely handicapped children have a right to appropriate educational services and Title I is one piece of legislation which addresses this need.



Special Programs for Neglected and Delinquent Children

Separate provisions of Title I also provide funds for improved educational opportunities for neglected and delinquent children who attend state agency schools. The Ohio Youth Commission, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home receive funds and conduct Title I programs.

During fiscal 1980 the Ohio Youth Commisssion used Title I funds to help 746 delinquent youngsters in nine schools. Emphasis was placed on additional basic skills instruction in the areas of reading and mathematics. Supportive services included speech and hearing therapy.

The Ohio Department of Rehabilitation and Corrections provided supplemental reading and math instruction to 545 sixteen to twenty-year-olds serving terms at Lebanon Correctional Institution, Mansfield Reformatory, or the Ohio Reformatory for Women at Marysville.

The Ohio Veterans' Children's Home in Xenia provided 78 residents with extra reading and math instruction. Supportive activities included psychiatric services, tutorial assistance, and speech and hearing therapy.

During each of the last five years, over a million dollars has been used to provide extra instruction to about 1,600 neglected and delinquent children, nearly all of whom are wards of the state or the courts.

Programs, Participants, and Funds

Fiscal Year	Programs		Grant Award
1976	12		$1,016,371
1977	13		1,016,371
1978	13		1,184,262
1979	14		1,205,061
1980	13		1,370,301

The numbers of Title I participants served each year tends to vary in line with the numbers of children committed to agency care.

Title I Participants by State Agency			
Agency	1976	1978	1980
Ohio Youth Commission	868	844	748
Ohio Department of Rehabilitation and Corrections	477	370	545
Ohio Veterans' Children's Home	183	82	79
Totals	1,528	1,296	1,372

From 94 to 97 percent of all expenditures regularly go for staff salaries, personal services contracts, and fringe benefits. The remainder goes for instructional resources and supportive services.

Expenditures by Function Areas			
Function Areas	1976	1978	1980
Salaries, fringe benefits, personal service contracts	97%	96%	94%
Instructional materials, supplies, equipment, supportive services	3	4	6

Expenditures can also be categorized by instructional areas. During each of the past five years, over 50 percent of all available funds were used to improve reading skills. Another 31 to 43 percent is used for mathematics instruction.

Expenditures by Instructional Areas			
Instructional Area	1976	1978	1980
Reading	60%	51%	51%
Mathematics	31	39	43
Other*	9	10	6

*Includes special services

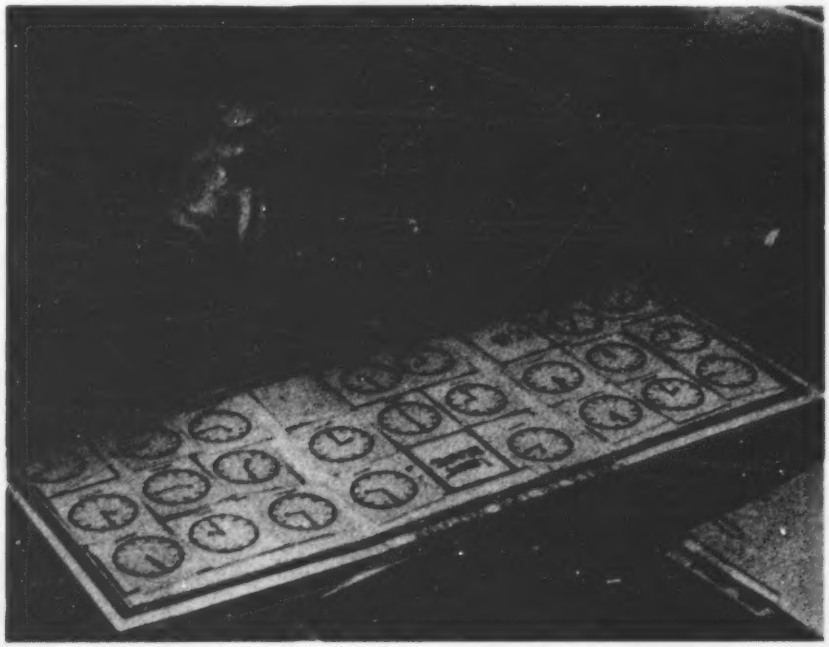
Seventy-seven percent of the 1,369 participants in fiscal 1980 received extra instruction in reading. To evaluate effectiveness, standardized tests were used to check students' skills when they began instruction and again when instruction ended.

Outstanding success was reported in reading with 70 percent of the students gaining 15 months or more of each 10 months of instruction. These results are even more encouraging than those for the previous four years when between 54 and 65 percent of these "difficult to teach" youth made similar improvements.

Academic Progress in Reading
Per Ten Months of Instruction*

Degree of Improvement	1976	1978	1980
Marked improvement (15 months or more gain)	54%	59%	70%
Improvement (10-14 months gain)	12	8	8
Some improvement (5-9 months gain)	9	6	7
Little or no gain (4 months or less gain)	25	27	15
Number of students	1,100	1,245	1,050

*Based on standardized test scores and prorated as necessary



Effectiveness of the extra mathematics instruction is evaluated in a similar manner. During the past five years, from 55 to 67 percent of the students gained one and a half months or more for each month of instruction.

Academic Progress in Mathematics
Per Ten Months of Instruction*

Degree of Improvement	1976	1978	1980
Marked improvement (15 months or more gain)	66%	62%	67%
Improvement (10-14 months gain)	9	8	8
Some improvement (5-9 months gain)	4	5	4
Little or no gain (4 months or less gain)	21	25	21
Number of students	734	1,130	780

*Based on standardized test scores and prorated as necessary

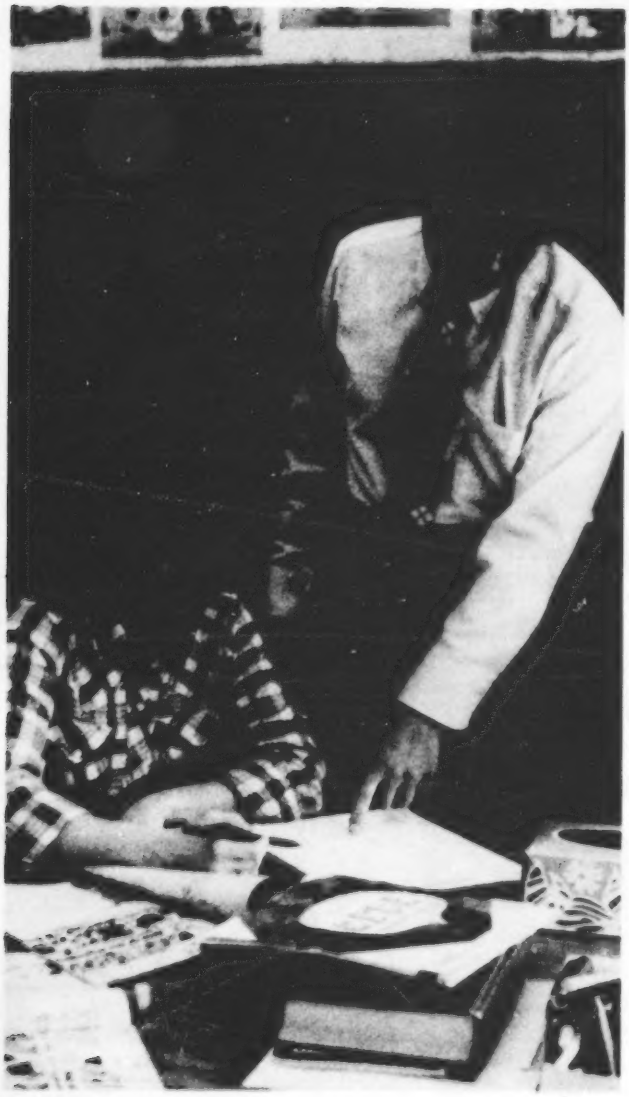
Title I for Neglected and Delinquent Children: Summary of Successes

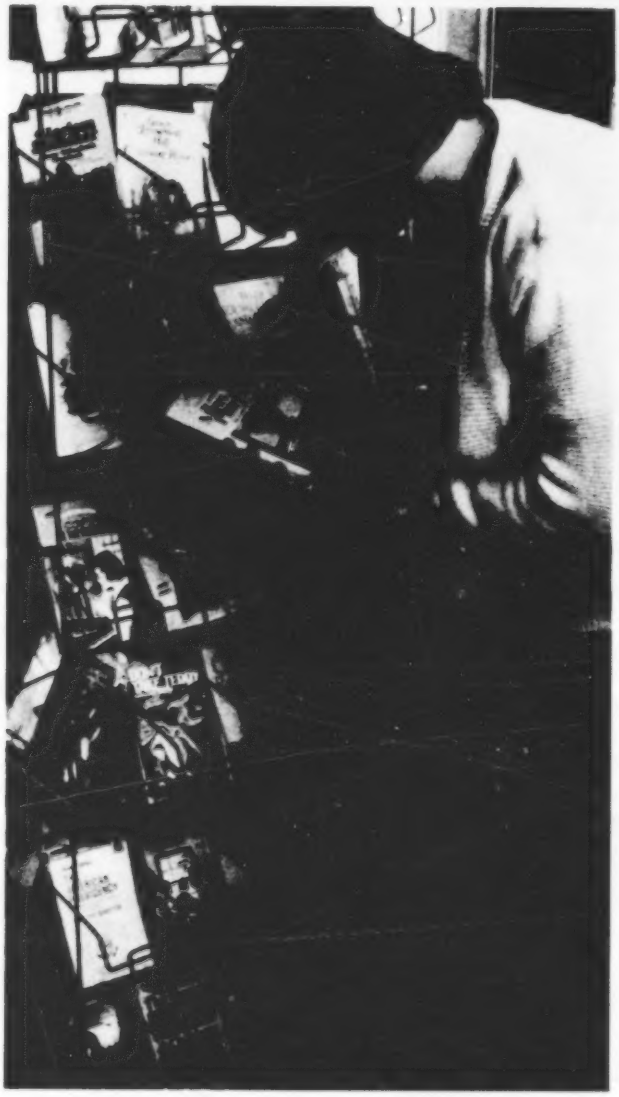
Most neglected and delinquent youths who are housed or confined in state facilities which operate their own schools desperately need supplemental opportunities to learn basic academic skills. They also need personalized instruction designed to overcome negative attitudes and the effects of previous school failures.

Special Title I funds are set aside to be channeled through state departments of education to correctional and rehabilitation facilities. This routing of funds assures emphasis on instruction rather than provision of more caretakers and better security.

Statistics only partially summarize the impact of this component of Title I in Ohio. Other highlights include:

- Individual students who need extra help with basic reading or mathematics skills are identified, their academic needs assessed, and appropriate instruction provided.
- Instruction funded through Title I supplements the instruction provided by the state to all students being educated under similar circumstances.
- Evaluation data indicates that two-thirds to three-fourths of the youngsters receiving extra reading and mathematics instruction make one month or more gain for each month of instruction. To appreciate the significance of these gains, keep in mind that most of these students had poor or failing grades in previous school settings.
- Title I funds are also used to provide inservice training designed to increase teacher effectiveness under very challenging circumstances.





State Leadership

All Title I funds are channeled through state departments of education. The Division of Federal Assistance, which was created within the Ohio Department of Education in 1965, administers Title I in Ohio. Through the years, a staff of 15 to 18 experienced school administrators and educational consultants has helped local school districts and state agencies in ways designed to insure the delivery of concentrated and effective instructional services to children. State administrative costs are minimal, currently one and a half percent of the state grant.

Major services provided by the Division of Federal Assistance to local school districts and to state-operated schools eligible for funds are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursements of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings with local staff and parent advisory councils; (4) state and regional workshops and meetings; and (5) publications, audiovisual presentations, and speaking engagements.

During fiscal 1980 numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a two-day conference for Title I administrators; a meeting for a new Title I coordinators and school treasurers; several meetings for federal program directors from large districts; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Guidelines for Title I require the state educational agency to disseminate pertinent information. The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices. Publications for fiscal 1980 included:

The Clipboard. A periodic report about the various programs administered by the Division of Federal Assistance.

Educational Opportunities Through Federal Assistance Programs. The annual report of the Division of Federal Assistance.

¡Manden Sus Hijos a la Escuela! Send Your Children to School! A bilingual brochure for migrant parents.

Title I in Ohio. 14th Annual Evaluation of Title I ESEA. Fiscal 1979. A statistical report.

Franklin B. Walter
Superintendent of Public Instruction

R. A. Horn, Executive Director, Compensatory and Habilitative Education

James Miller, Director.
Division of Federal Assistance

TITLE I IN OHIO

Five-Year Financial Summary

Grant Awards

Program	1976	1977	1978	1979	1980
Basic	$49,190,897	$51,107,975	$57,263,893	$71,843,792	$84,609,916
Migrant	1,490,065	1,489,974	1,494,770	1,488,656	1,712,154
Handicapped	5,154,655	5,560,236	6,175,712	6,788,169	7,331,154
Neglected & delinquent	1,016,371	1,016,371	1,184,262	1,205,061	1,370,301
Total	**$56,851,988**	**$59,174,556**	**$66,118,637**	**$81,325,678**	**$95,023,525**

Five-Year Human Impact Summary

Number of Students Receiving Extra Instruction

Program	1976	1977	1978	1979	1980
Basic	132,938	125,044	126,216	130,266	146,155
Migrant	5,866	5,791	5,078	3,872	3,203
Handicapped	7,061	7,637	6,883	7,357	6,731
Neglected & delinquent	1,538	1,689	1,396	2,231	1,369
Total	**147,403**	**140,161**	**139,573**	**143,726**	**157,458**

PUBLICATION CREDITS

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PHOTOGRAPHY

Public school systems of Cincinnati, Cleveland, Columbus, Dover, Fostoria, Hamilton City, Lorain, Marlington, Newark, Ohio Valley, Patrick Henry, Plain Local, Portsmouth, Toledo, Warren City, Woodmore; state supported or special purpose schools operated by Franklin County Board of Mental Retardation, Hancock County Board of Mental Retardation, Mohican Youth Camp, Ohio School for the Deaf, Ohio Veterans' Children's Home, Scioto Village; Ohio Department of Education.

The Ohio Department of Education insures equal employment and equal educational opportunities regardless of race, color, creed, national origin, handicap, or sex in compliance with state directives and federal recommendations.

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.